Postgraduate Certificate
Quality Models and Quality Assessment in Education
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Course Modality: Online
Duration: 6 weeks
Certificate: TECH Technological University
6 ECTS Credits
Teaching Hours: 150 hours.
Website: www.techfitute.com/education/postgraduate-certificate/quality-models-quality-assessment-education
Introduction

Quality assessment in educational institutions serves to verify that the work is being done correctly, and to improve in those areas where there may be deficiencies, following the most effective quality models. With this course we offer you an updated and 100% online training that will help you achieve success.

Evaluating the quality of the centers is fundamental in order to improve possible deficiencies in education.
Do not miss the opportunity to take this course with us and you will notice how every day you will be better able to help your students"
The main goals of the Postgraduate Certificate in Educational in Quality Methodology are to promote and strengthen the competencies and capabilities of teachers at the university level, following the Spanish regulations and taking into account the most current tools for teaching in this field. In such a way that the teacher is able to transmit to his students the necessary motivation to continue with their studies, always from the commitment to educational quality.

This course will allow the teacher to review the fundamental knowledge in the field of teaching and to know the best way to guide and orient students on a daily basis.

This training is distinguished by its order and distribution of theoretical material, guided practical examples in all its modules, and motivational and explanatory videos. Allowing a simple and clarifying study on education in university educational centers, with special emphasis on quality models.

Therefore, the student will be explained the main methodologies in the field of educational quality that will improve the learning of university students, since it is understood that higher education students are the most interested in continuing their training, following the main teaching techniques and tools, regardless of their field of action.

All this without neglecting the knowledge of the skills that teachers must acquire to offer a correct training to their students, putting into practice the most accurate innovation tools in each case.

In addition, as it is an online training, the student can choose where and when to study, which will allow him/her to combine his/her studies with his/her work and family life.

Expand your skills through this course in Quality Models and Quality Assessment in Education. It will allow you to improve your skills, give your cv a competitive edge and offer more quality in the way you deliver your lessons"
Its teaching staff includes professionals belonging to the field of University Teaching, who contribute their work experience to this training, as well as renowned specialists from reference societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

This program is designed around Problem Based Learning, whereby the Teachers must try to solve the different professional practice situations that arise during the academic year. For this purpose, the teacher will be assisted by an innovative interactive video system developed by recognized experts in the field of quality models and quality assessment in education, with extensive teaching experience.

"This course is the best investment you can make in selecting a refresher program to update your knowledge in Quality Models and Quality Assessment in Education"

If you want to train with the best teaching methodology and multimedia, this is your best option.

This course is 100% online, which will allow you to combine your professional work with your private life, while increasing your knowledge in this field.
Objectives

This Course in Quality Models and Quality Evaluation in Education is oriented to facilitate the performance of the professional dedicated to teaching with the latest advances and newest treatments in the sector.
Our goal is to achieve Academic excellence and we will help you achieve it too
General Objectives

• Encourage skills and competences in university teachers
• Understand the most up to date tools for working as a teacher in the university field
• Learn how to motivate your students to take an interest in continuing their studies and entering into the field of research
• Get up to date on the changes taking place in the field of education

“Take advantage of the opportunity and take the step to get up to date on the latest developments in the management Models of Educational in Quality and Quality Assessment”
Specific Objectives

- Learn to improve your knowledge on the workings of the institution itself and the teaching-learning processes
- Learn to collect information on whether they are achieving their learning objectives or not
- Know how to introduce measures for improvement in enough time to prevent student underachievement and school failure.
The program includes in its teaching staff reference experts in University Teaching, who pour into this training the experience of their work. Additionally, other recognized experts have participated in its design and preparation, complementing the program in an interdisciplinary manner.
Learn about the latest advances in Quality Models and Quality Assessment in Education from leading experts in the field."
Management

Mrs. Jiménez Romero, Yolanda
- Elementary School Teacher Degree with a Major in English
- Educational Psychologist Specialist in Higher Ability Students, Inclusive Education, Attention to Diversity
- Master’s Degree in Educational Psychology, International University of Valencia
- Master’s Degree in Neuropsychology of Higher Ability Students, University of Rioja
- Master’s Degree in Emotional Intelligence, University of Extremadura
- Director and Coordinator of master’s programs: CEU University Online Education Campus, Tech Technological University, Tech University Mexico

Professors

Mrs. Álvarez Medina, Nazaret (Doctorando)
- Degree in Educational Psychology Oberta University, Catalunya.
- Degree in Elementary School Education with a Major in the English Language Camilo José Cela University.
- Official Professional Master’s Degree on Educational Treatment of Diversity.
- Diploma in Teaching English as a Foreign Language University of La Laguna.
- Degree in Educational and Executive Coaching from the Complutense University of Madrid.
- Educational counselor, official in the body of secondary education teachers in the community of Madrid.
- Preparer of public education competitive examinations.

Dr. Gutiérrez Barroso, César (PhD)
- Studying a PhD in History National University for Distance Learning (UNED) November 2018.
- Degree in History (Castilla La Mancha Universidad) 2001-2006
- Master’s Degree in Multiple Intelligences for Secondary School (Alcalá de Henares University)
- Master’s Degree in Museology Study Techniques Center (Madrid) 2007
- Middle School and High School Teacher at Liceo San Pablo School in Leganés Geography and History Teacher of 6th and 8th Grade and Senior year of High School (9/11/2018-11/09/2019)
Dr. Manzano García, Laureano
- Degree in Psychology from Autonomous University of Madrid, 1996
- Degree in Special Education from ESCUNI Madrid 2002
- Competitive examinations tutor in face-to-face and online classes, as well as
distance tutoring for the specialist subjects of Special Education (teachers) and
Educational Guidance (high school) Since 2002.
- Teacher at Victoria Middle School and High School, Kent Since 2012

Dr. Pattier Bocos, Daniel
- PhD in Education Complutense University of Madrid. 2017- present
- Degree in Elementary Education Teaching Complutense University of Madrid. 2010-2014
- Master’s Degree in Research and Innovation in Education UNED. 2014-2016
- University Professor in Didactics and Curricular Innovation (bilingual in English) Complutense University of Madrid.
- Creator of university materials and content UNIR, CEU Cardenal Herrera University
- Trainee University Lecturer Researcher in Education Complutense University of Madrid
- Finalist for the Best Teacher Prize in Spain, 2018.

Dr. Romero Monteserín, José María
- Degree in Teaching Complutense University of Madrid (2017-2010)
- Master’s Degree in Education Center Management Antonio de Nebrija University (2012)
- Online Master’s Degree in Secondary Teacher Training. Cardenal Herrera University (2018-2019)
- Online Trainer in Education Center Management CIESE-Comillas Foundation Since June 2019

Dr. Valero Moreno, Juan José
- Agricultural Engineer School of Agricultural Engineering Castilla - La Mancha University Albacete, 2000.
- Master’s Degree in Management of Occupational Risk Prevention, Excellence, Environment and Corporate Responsibility ESEA- Camilo Jose Cela University, 2014 Seville
- Master’s Degree in Research and Innovation in Education Speciality: Quality and Equity in Education (100 ETCS) UNED. Madrid, 2014.
- Master’s Degree in Occupational Risk Prevention UNIR, 2011.

Dr. Visconti Ibarra, Martin Edgardo
- PhD in Education and Behavioral Sciences Vigo University Since 2015
- Degree in Elementary Education Teaching Faculty of Social Sciences, Education and Sports of Pontevedra (2009-2014)
- Master’s Degree in Learning and Cognitive Processes Faculty of Social Sciences, Education and History of Ourense (2014-2015)
- Master’s Degree in Education Center Management Cardenal Herrera University (Since May 2019)
- Director of European Bilingual Academy School (El Salvador) Since 2018
Structure and Content

The structure of the content has been designed by the best professionals in the University Teaching sector, with extensive experience and recognized prestige in the profession, backed by the volume of cases reviewed, studied, and diagnosed, and with extensive knowledge of new technologies applied to teaching.
We have the most complete and up-to-date Scientific Program in the Market. Don't hesitate and join our student community!
Module 1. Quality Models and Quality Assessment in Education

1. Nature and Evolution of the Concept of Quality
   1.1. Conceptual Introduction
   1.2. Dimensions of the Concept of Quality
   1.3. Evolution of the Concept of Quality
      1.3.1. Craft Stage
      1.3.2. Industrial Revolution
      1.3.3. Movement for Quality
   1.4. Basic Principles of Quality
   1.5. Total Quality and Excellence
   1.6. Concept of Quality Management
   1.7. Focus of Quality Management: Classification and Basic Characteristics

2. Quality in Education: Dimensions and Components
   2.1. Analysis of the Term Quality in Education
   2.2. Evaluation of Quality
   2.3. Dimensions and Components of a Quality Plan in Education
      2.3.1. Context
      2.3.2. Educational Concept
      2.3.3. Means
      2.3.4. Results
   2.4. Quality Models Applied to the Evaluation of Organizations
      2.4.1. The Malcolm Baldridge Model
      2.4.2. The Excellence Model of the European Foundation for Quality Management
      2.4.3. The Ibero-American Model of Excellence Management
      2.4.4. Comparison Between the Excellence Models and the ISO 9000 Criteria
      2.4.5. Systemic Nature of the Principles and Practices of Total Quality Management (TQM)
   2.6. TQM Process: Adoption Grade

3. Design and Development of the Educational Process
   3.1. Educational Nature of the Objectives
   3.2. Validation and Process Changes
   3.3. Processes Related to Stakeholders
   3.4. Management Responsibility
   3.5. Encouraging Participation
   3.6. Systemic Evaluation as a Base for Continuing Improvement

4. Measurement, Analysis and Improvement
   4.1. General Guidelines
   4.2. Monitoring and Measurement
   4.3. Data Analysis
   4.4. Continuing Improvement
   4.5. Classic Management and Quality Control Tools
      4.5.1. Data Collection Sheet
      4.5.2. Histogram
      4.5.3. Pareto Chart
      4.5.4. Fishbone / Ishikawa Diagram
      4.5.6. Correlation Diagram
      4.5.7. Control Charts
   4.6. New Management and Quality Control Tools
      4.6.1. Affinity Diagram
      4.6.2. Entity Relationship Diagram
      4.6.3. Tree Diagram
   4.7. Other Tools
      4.7.1. Modal and Failure Analysis
      4.7.2. Experiment Design
      4.7.3. Flow Chart
1.5. Quality Management Systems: ISO 9000 Standards
1.5.1. Normative Models of Quality Management
1.5.2. The Familiar ISO 9000 Standards
1.5.3. Structure of the Quality Management Systems According to the ISO 9001 Standards
1.5.4. The Process of Implementation and Certification of the Quality Management System
   1.5.4.1. Management’s Decision and Commitment
   1.5.4.2. Planning and Organization of the Project
   1.5.4.3. Preliminary Self-Diagnosis
   1.5.4.4. Information, Awareness and Training
   1.5.4.5. Preparation of Documentation
   1.5.4.6. Implementation
   1.5.4.7. Monitoring and Improvement of the System
1.5.5. Organization of Work to Achieve Certification
1.5.6. Certificate Retention and Periodic Audits
1.6. EFQM Excellence Model - European Model of Excellence and Quality
1.6.1. The Model and the European Quality Award
1.6.2. Conceptos fundamentales
1.6.3. Structure and Criteria
1.6.4. Evaluation Processes: Results Based Logic
1.6.5. Framework and Benefits of its Application
1.7 Ibero-American Foundation for Quality Management (FUNDIBEQ) Model of Excellence
1.7.1. The Model and the Ibero-American Award for Quality
1.7.2. Conceptos fundamentales
1.7.3. Structure and Criteria
1.7.4. Evaluation Processes
1.7.5. Framework and Benefits of its Application
1.8. Application of Quality Management Models to University Tutoring
1.8.1. Contextualization of Quality Management Models in University Tutoring
1.8.2. Added Value for Recipients
1.8.3. Sustainable Guidance
1.8.4. Organizational Skills
1.8.5. Management Agility
1.8.6. Creativity and Innovation
1.8.7. Leadership with Vision and Integrity
1.8.8. Achieve Success Through Human Talent
1.8.9. Maintain Outstanding Results
1.8.10. Process Based Focus
1.9. Evaluation of Teaching Staff in the Plans for Quality Improvement in Universities
1.9.1. Contextualization of the Evaluation of University Teaching Staff
1.9.2. Student evaluation of Teaching Staff
1.9.3. Integration of Teaching Staff Evaluations in Improvement Plans
1.9.4. Questionnaires for the Evaluation of University Teaching Staff
1.9.5. Enquiries and Dissemination of Results
1.10. Self-Evaluation Plans and Improvement
1.10.1. Contextualization and Previous Considerations
1.10.2. Designing and Development of an Improvement Plan
   1.10.2.1. Constitution of an Improvement team
   1.10.2.2. Choosing Areas for Improvement
   1.10.2.3. Creating Objectives
   1.10.2.4. Analysis of Areas for Improvement
   1.10.2.5. Execution and Monitoring of the Plan
   1.10.2.6. Conclusions and Suggestions
   1.10.2.7. Monitoring and Accountability
1.10.3. Development and Analysis of the Areas
1.10.4. Elaboration of Improvement Plan
1.10.5. Creating a Report

“This will provide key training to advance your career.”
Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: **Re-learning**.

This teaching system is used in the most prestigious medical schools in the world, and major publications such as the *New England Journal of Medicine* have considered it to be one of the most effective.
Discover Re-learning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"
In a given situation, what would you do? Throughout the program, you will be presented with multiple simulated cases based on real situations, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method.

At TECH, educators will experience a learning methodology that is shaking the foundations of traditional universities around the world.

It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.
Did you know that this method was developed in 1912 at Harvard for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method.

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity by evaluating real situations and applying their knowledge.

2. The learning process is solidly focused on practical skills that enable educators to better integrate knowledge into daily practice.

3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.

4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.
At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson; a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.
At the forefront of world teaching, the Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

Using this methodology, we have trained more than 85,000 educators with unprecedented success in all specialties. Our teaching methodology is developed in a highly demanding environment, where the students have a strong socio-economic profile, and their average age is 43.5 years.

Re-learning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (we learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically. The overall score obtained by our learning system is 8.01, according to the highest international standards.
In this program you will have access to the best educational material, prepared with you in mind:

**Study Material**
All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.
This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

**Educational Techniques and Procedures on Video**
We introduce you to the latest techniques, with the latest educational advances, and to the forefront of Education today. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

**Interactive Summaries**
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.
This unique multimedia content presentation training system was awarded by Microsoft as a “European Success Story”

**Additional Reading**
Recent articles, consensus documents, international guides. in our virtual library you will have access to everything you need to complete your training.
Testing & Re-testing

We periodically evaluate and re-evaluate your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you are achieving your goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an expert strengthens knowledge and memory, and generates confidence in our future difficult decisions.

Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.
The Postgraduate Certificate in Educational Quality in Quality Models and Quality Assessment guarantees you, in addition to the most rigorous and up-to-date training, access to a Postgraduate Certificate issued by TECH Technological University.
Successfully complete this training and receive your university degree without travel or laborious paperwork
This Postgraduate Certificate in Quality Models and Quality Evaluation in Education contains the most complete and up-to-date scientific program in the market.

After the student has passed the evaluations, they will receive by mail with acknowledgment of receipt their corresponding Postgraduate Certificate issued by TECH Technological University.

The diploma issued by TECH Technological University will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: Postgraduate Certificate in Quality Models and Quality Assessment in Education

ECTS: 6

Official Number of Hours: 150

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.
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